# **Title of Instructional Materials**: Glencoe Core Plus Course 3

**Grade Level**: Integrated III

# Summary of Glencoe Core Plus Course 3

Overall Rating:	<ul><li>Weak (1-2)</li><li>Moderate (2-3)</li><li>Strong (3-4)</li></ul>	Important Mathematical Ideas:	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	
Summary / Justification / Evidence:  Core Plus develops essential mathematical concepts through investigations of real-life contexts. Students are able to develop a deep fundamental understanding of concepts, skills, and problemsolving procedures. There is good alignment with the CCSS; however the pathways outlined by Core Plus and Appendix A of the CCSS do not match. Although the ideas outlined in the domains and clusters of the CCSS are aligned, certain specific standards do not appear in Core Plus.		Summary / Justification / Evidence: The following standards are not well-developed in Core Plus: G-MG.1 G-GMD.4 G-SRT.9 F-BF.3 F-IF.9 F-IF.7b (only in 1 homework problem) F-IF.6 A-APR.5 A-APR.4 N-CN.8		
Skills and Procedures:	<ul><li>Weak (1-2)</li><li>Moderate (2-3)</li><li>Strong (3-4)</li></ul>	Mathematical Relationships:	<ul><li>Weak (1-2)</li><li>Moderate (2-3)</li><li>Strong (3-4)</li></ul>	
Summary / Justification / Evidence: Skills and procedures are critical tools and are developed through connections and applications, allowing students to more fully apply mathematical concepts to real-world situations.		Summary / Justification / Evidence Mathematical relationships are intended demonstrated the relationship between and procedures both inside and out	grated in such a way that veen mathematical ideas, skills,	

Reviewed By:	
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Training to analyze reasoning - does it make sense? Conjecture, plan, test, prove



Reviewed By:	
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1 p. 4-39

Summary/Justification/Evidence
Reasoning in correct penny gard
Generic proofs of congruence; parallel
architecture -> parallel

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

[nota lot of units in Unit 1, bat in others.



Reviewed By:	
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

P-4-5 2 30

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

"Compare with others, resolve any differences"
"Write a convincing argument"



Reviewed By:	
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1 p-74-91

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if anv):

Summary/Justification/Evidence

Designing experiments to solve problems protocol, interesces



Reviewed By:	
-	
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

CPMP





Reviewed By:	 
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

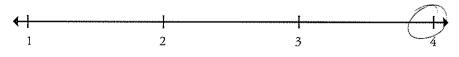
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently. express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Dy. of the apostulates in proofs & critique of given proofs show always true?
To any errors? show always true?
Showing? early way to prove?



Reviewed By:	
·	
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

7.1 ook for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

Trend in series.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

"number trick" as parts & as whole parts of linear eg. as intercepts, slope put a line altogether p. 59



Reviewed By:	7
Title of Instructional Materials:	

# Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1),  $(x-1)(x^2+x+1)$ , and  $(x-1)(x^3+x^2+x+1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Statistics

Summary/Justification/Evidence

Chemography model as needed, recognizing significance of patterns or lack-thereof evaluate testing

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

#### MATHEMATICS III — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
N-CN.8		_	_		
(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .	Important Mathematical Ideas	1	2	3	4
Note: Polynomials with real coefficients.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instructio			missing or no	ot well
	Overall Rating	<del>( </del>	1 2	3	<b>→</b>

Reviewed By:	

# Title of Instructional Materials:

### MATHEMATICS III — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)				
Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
N-CN.9  (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Important Mathematical Ideas  1 2 3 4			
Note: Polynomials with real coefficients; apply to higher degree polynomials.	Skills and Procedures  1 2 3 4			
	Mathematical Relationships  1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  And rational formula?  Historical content but no units  technology  353-356  p. 358+8 writequadrate content  p. 358-356  p. 368-360  p.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  No real-world condext  Overall Rating			

Reviewed By:	

Title	of	Instructional	Materials:
11110	OI.	msu ucuomai	iviaterials.

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
A-SSE.1a     Interpret expressions that represent a quantity in terms of its context.*     a. Interpret parts of an expression, such as terms, factors, and coefficients.	Important Mathematical Ideas  1 2	3		
Note: Polynomial and rational.	Skills and Procedures  1 2	3		
	Mathematical Relationships  1 2	3		
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P-129-155  All work was  All work was  All work was  All work was  And or page(s) reviewed.  All work was  And or page(s) reviewed.  All work was  And or page(s) reviewed.  And or page(s) reviewed.  All work was  And or page(s) reviewed.  All work was  And or page(s) reviewed.  And or page(s)	Portions of the domain, cluster, and standard that a developed in the instructional materials (if any):	are missing or not well		
Files but no decree you de decree you	Overall Rating  1 2	3		

Reviewed By:	
Title of Instructional Materials:	

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
A-SSE.1b     Interpret expressions that represent a quantity in terms of its context.*     b. Interpret complicated expressions by viewing one or more of their	Important Mathematical Ideas  1 2 3 4		
parts as a single entity. For example, interpret P(1+r) <sup>n</sup> as the product of P and a factor not depending on P.  Note: Polynomial and rational.	Skills and Procedures  1 2 3		
	Mathematical Relationships  1 2 3		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
quadrates  quadrates  quadrates  quadrates  parts - reversey  A pa	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
& parts -7 variables	Overall Rating  1 2 3		

Reviewed By:	

	~ ~					
11tla	of Ir	struct	ional	Mat	artal	CI+
11110	OI II	isu uci	попаі	Ivial	CHIAL	<b>D</b> .

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.				ndard are
A-SSE.2	Important Mathematical Ideas	4.1			<u></u>
Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .	Important Mathematical Ideas	1	2	3	4
Note: Polynomial and rational.	Skills and Procedures		_		
	Okins and Frocedures	1	2	3	4
	Mathematical Relationships	<del></del>	-		<u> </u>
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P 337 — 338  Ticho quadrious  and grant  the grant  the grant grant	Portions of the domain, clus developed in the instruction			e missing or	not well
Townshing not factor	Overall Rating	<del></del>			
rewriting not factor	Overall Rating	1	2	3	

Reviewed By:	

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
A-SSE.4	Important Mathematical Ideas	+			1
erive the formula for the sum of a finite geometric series (when the ommon ratio is not 1), and use the formula to solve problems. For example, alculate mortgage payments.*		1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<b>←</b>   1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Epidumi C epidumi C	Portions of the domain, clus developed in the instruction			missing or no	ot well
	Overall Rating	1	1 2	3	<b>→</b>

Reviewed By:	
neviewed by.	

Title of	Instructional	Materials:

Arithmetic with Polynomials and Rational Expressions (A-APR)

Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-APR.1	
Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Important Mathematical Ideas  1 2 3 4
Note: Beyond quadratic.	Skills and Procedures  1 2 3
	Mathematical Relationships  1 2 3
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
p. 90 1 of poly. a new poly. 1 has, pour	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
p. 327-335 reverall of poly. as new poly. Inds, but some summer diff of poly. as new poly. Inds, but some embadded not explicit as to being "closed" or more embadded not explicit in the conservation with a mire conservation.	idea of "closed"
mire confext w/+ 9-	Overall Rating
	1 2 3 4

Reviewed By:

Title of Instructional Materials:

#### MATHEMATICS III — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.

A-APR.2

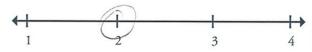
Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x - a is p(a), so p(a) = 0 if and only if (x - a) is a factor of p(x).

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Indicate the chapter(s), section(s), and/or page(s) reviewed.

p.345 # 20

down in Heversh: if (x-a) a factor ... then f(a)=0

down in Heversh step &

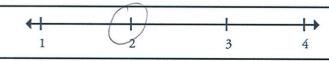
explain given step &

Summary / Justification / Evidence

Ohe Hwproblem no context or application

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

no requirement to "use" Thim



Reviewed By:

Title of Instructional Materials:

Important Mathematical Ideas

#### MATHEMATICS III — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

#### A-APR.3

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

met. Cite examples from the materials.

Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 319-345
roller coasters & Stoph context bunder
poller coasters
hot much constant introductions during all during the many se will during the many second to the m

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	

Title of Instructional Mater	als:
------------------------------	------

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and stand	dard are
A-APR.4	lana antoni Marthausatian I I dana	_	_		
Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	1 2	<del> </del> 3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or no	ot well
	Overall Rating	1	1 2	3	<b>→</b> 4

Reviewed By:	

Title of Instructional Materials:	

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
<b>A-APR.5</b> (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle. <sup>1</sup>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	<b></b> 4
	Mathematical Relationships	1	2	3	4
The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.  Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
	Portions of the domain, cluded developed in the instruction			missing or n	ot well
	Overall Rating	<del>(  </del> 1	2	3	<del></del>

The Charles A. Dana Center

Reviewed By:	

Title of Instructional Materials:	
-----------------------------------	--

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<b>A-APR.6</b> Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or,	Important Mathematical Ideas  1  3 4
for the more complicated examples, a computer algebra system.  Note: Linear and quadratic denominators.	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Not Specifically looking for thest form
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P. 374 - 37  P. 378 # 8  P. 382-3  Watching  Watching	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  No long division
	Overall Rating  1 2 3 4

Reviewed By:	 •

Title	of	Instructional	Materials:	
TILL	U1	IIISH uchonai	materials.	

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				indard are
A-APR.7  (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Important Mathematical Ideas	1	2	3	
Note: Linear and quadratic denominators.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P-369-379  Hult. P-371 H 6  Hult. P-371 H 6	Summary / Justification / Ex Committed to other L Xthuston of ideal Portions of the domain, clusted developed in the instruction in a Specific I character	ster, and stan	ndard that are	V	not well
extraine discursion	Overall Rating	1	1 2	3	

Kenewed By:

Title of Instructional Materials:

#### MATHEMATICS III — ALGEBRA (A)

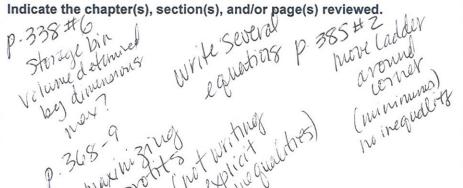
Creating Equations (A-CED)

Create equations that describe numbers or relationships.

#### A-CED.1

Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*\*

Note: Equations using all available types of expressions including simple root functions.

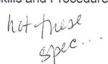


Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

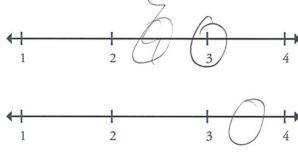
Important Mathematical Ideas



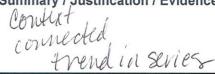
Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence



Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

mequalities



Reviewed By:	

T	itle	of	Instructional	Materials:	
1	ILL	UI	IIISH uchonai	Matchals.	

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the		ie domain, clus	ster, and stand	dard are
A-CED.2	Important Mathematical Ideas				
Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*	important Mathematical Ideas	1	2	3	4
Note: Equations using all available types of expressions including simple root functions.					
	Skills and Procedures	<del>( </del>	2	3	
		•	2	3	1
	Mathematical Relationships	<del>( </del>	1 2	3	
		1	L	3	CA.
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P. 132-155 food mines  Ashovement of hour flavorish  Production of hour flavorish  When the section (s), and/or page(s) reviewed.	well diviloped				
	Portions of the domain, clus developed in the instruction			missing or no	ot well
	no roof functions	/			
constru sau	Overall Rating	1	2	3	1

Resiewed By:	22	

Title of Instructional Materials:				
	Titla	of Instructional	Motoriala	

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the		e domain, clu	ster, and star	ndard are
A-CED.3  Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	Important Mathematical Ideas	1	2	3	
Note: Equations using all available types of expressions including simple root functions.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<b>←</b>   1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P 132-135  Context leads to Waldelman-violate  Context leads to Waldelman-v	Portions of the domain, clus developed in the instruction			missing or i	not well
Cover several moduling moduling	Overall Rating	1	1 2	1 3	4

Reviewed By:

Title of Instructional Materials:

#### MATHEMATICS III — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.
--

#### A-CED.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.\*

Note: Equations using all available types of expressions including simple root functions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

no context

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. SO# 27

Junity p. S8-61 to linka

given a to linka

given a such that giornetic ideas)

p. 13 \*8 (w construct)

p. 192 \*33

p. 192 \*34

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

voot functions



Renewed By:

Title of Instructional Materials:

#### MATHEMATICS III — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Understand solving equations as a process of reasoning and explain the reasoning.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
A-REI.2				
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Important Mathematical Ideas  1 2 3	4		
Note: Simple radical and rational.				
	Skills and Procedures  1 2 3			
	Mathematical Relationships  1 2	<b>→</b> 4		
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
p.115-11st fractions/salaries p.119th 49 rational replain fractional 31d and 120th 21	Portions of the domain, cluster, and standard that are missing or not developed in the instructional materials (if any):	well		
p.115-117 trachurs/Salaries  polity of the plane of the polity of the po	no mention of extraneous solutions			
Au con 23 von				
the start start	Overall Rating	<b>→</b>		

Renewed By:	J.

Title of Instructional Materials:	
Title of Instructional Materials:	

Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.
A-REI.11  Explain why the <i>x</i> -coordinates of the points where the graphs of the	Important Mathematical Ideas
equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	Skills and Procedures  1 2 3 4
Note: Combine polynomial, rational, radical, absolute value, and exponential functions.	Mathematical Relationships
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P. (145 th had strong - Skitches)  White that had have a section(s), and/or page(s) reviewed.  P. (145 th had section(s), and/or page(s) reviewed.  P. (145 th had section(s), and/or page(s) reviewed.	aph
which weak which	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Polymonial	no logationic, exponental
intersely of squarous fullimentative applications	Overall Rating  1 2 3

Reviewed By:	
Title of Instructional Materials	
Title of filstructional iviaterials	

Interpret functions that arise in applications in terms of the context.	Summary and documentation met. Cite examples from the n	of how the domain, cluster, and standard a naterials.
F-IF.4  For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	Important Mathematical Ideas	
Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*  Note: Include rational, square root and cube root; emphasize selection of appropriate models.	Skills and Procedures	1 2 3
	Mathematical Relationships	1 1 2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evid	lence
Indicate the chapter(s), section(s) Landfor page(s) reviewed.  P-365 Shudard Mes profit  with a shut I sale hunding  which will be a shudard for page(s) reviewed.	developed in the instructional	er, and standard that are missing or not well materials (if any):  muty or purede aty
	Overall Rating	

Reviewed By:	
Title of Instructional Materials:	

Interpreting Functions (F-IF)					
Interpret functions that arise in applications in terms of the context.	Summary and documentationet. Cite examples from the		domain, cluste	r, and star	idard are
F-IF.5  Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*	Important Mathematical Ideas	1	2	3	
Note: Include rational, square root and cube root; emphasize selection of appropriate models.	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	1
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
p-365-366 profit (Sales auscussion of domain viable atheoretical	Portions of the domain, cludeveloped in the instruction			ssing or n	ot well
	Overall Rating	1	2	3	

Reviewed By:	·
Title of Instructional Materials:	

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and stand	dard are
F-IF.6  Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of	Important Mathematical Ideas	1	2	3	4
change from a graph.*  Note: Include rational, square root and cube root; emphasize selection of appropriate models.	Skills and Procedures	<del>( </del>	1 2	3	4
	Mathematical Relationships	<del>(  </del> 1	1 2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	1		1 3	4

The Charles A. Dana Center

Reviewed By:	
Title of Instructional Materials:	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
<ul><li>F-IF.7b</li><li>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</li></ul>	Important Mathematical Ideas	1		3	4
<ul> <li>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.</li> </ul>	Skills and Procedures	1	1 2	3	4
	Mathematical Relationships	1	1 2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P124#21 m  graphing of a culsic c  expound in the context  yet one problem, no context	Portions of the domain, clusted developed in the instruction of the domain, cluster developed in the instruction of the instruction of the domain, cluster developed in the instruction of the instructi	nal materia		missing or no	ot well
just one pro	Overall Rating	<del>( </del>	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<ul><li>F-IF.7c</li><li>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</li></ul>	Important Mathematical Ideas  1 2 3
Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.  Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1 2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P 320-  Intro?s  Intro.s  Intr	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  White was a construction of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Lots of graphic that revisits to previous shalls	Overall Rating  1 2 3

Reviewed By:	
Title of Instructional Materials:	

Analyza functions using different representations	Summary and documentation	n of how the	domain, cluster	, and stand	ard are
Analyze functions using different representations.	met. Cite examples from the materials.				
F-IF.7e	Important Mathematical Ideas		. A		
<ol> <li>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</li> </ol>	important mathematical fueas	1	2	3	4
Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Skills and Procedures	1	1 2	3	
Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.					
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
P. 433 - 43+ Context P. 560 - 562 No graphing	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
period due context p. 540 - 542 pographing period due context prographing (structure) (structure)	no lognituic cyrag	hing			
1 Ly disk	Overall Rating	+	+		<b>→</b>

Reviewed By:	

Title of Instructional Materials:	Title of Instructional	Materials:
-----------------------------------	------------------------	------------

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				lard are
<ul><li>F-IF.8a</li><li>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</li></ul>	Important Mathematical Ideas	1	1 2		4
a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Skills and Procedures	+		<del></del>	
Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.	iate	1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.  p-347-352  not contextual	Summary / Justification / Ex Multiple approaches (Hension of i Leas)	vidence	deciding of in other sec	n vight in thon	meder it
vertex complethese whiles carea wodel) extreme values  p- 362+23 in continuent +1	Portions of the domain, clus developed in the instruction		standard that are		
STM p. 352 Plading	Overall Rating	1	2	1 (	4

Reviewed By:	
Title of Instructional Materials:	

#### MATHEMATICS III — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.	are
<ul><li>F-IF.8b</li><li>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</li></ul>	Important Mathematical Ideas  1 2 3	<b>→</b> 4
b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$ , $y = (0.97)^t$ , $y = (1.01)^{12t}$ , $y = (1.2)^{t/10}$ , and classify them as representing exponential growth or decay.	Skills and Procedures  1 2 3	++
Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.	Mathematical Relationships  1 2 3	4
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed. $\rho - 559 - 562$	Portions of the domain, cluster, and standard that are missing or not we	<u></u>
Solve loopfor given values, not asked to identity growth or decay Very contextual - answers should show growthor decay	developed in the instructional materials (if any):  Oldifycation of type	
but -	Overall Rating  1 2 3 4	<b>→</b>

Reviewed By:	
Title of Instructional Materials:	

# ${\tt MATHEMATICS~III-FUNCTIONS~(F)}$

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
F-IF.9					
Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Important Mathematical Ideas	1	2	3	4
Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or no	ot well
1	Overall Rating	<del>( </del>	1 2	<del> </del> 3	4

Reviewed By:	
Title of Instructional Materials:	

#### MATHEMATICS III — FUNCTIONS (F)

**Building Functions (F-BF)** 

Build a function that models a relationship between two quantities.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.	are
<ul> <li>F-BF.1b</li> <li>Write a function that describes a relationship between two quantities.*</li> <li>b. Combine standard function types using arithmetic operations. For</li> </ul>	Important Mathematical Ideas  1 2 3	4
example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.  Note: Include all types of functions studied.	Skills and Procedures	
	Mathematical Relationships  1 2 3	1
Indicate the chapter(a) and (an acceptance)	Summary / Justification / Evidence  with the approaches	/
Indicate the chapter(s), section(s), and/or page(s) reviewed.  p. 327-335  pusic venue revenue (concert venue) profits  fems wheel	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):  No experient al	
polynomials airtravel	Overall Rating	<b>-</b>

Reviewed By:	
Title of Instructional Materials:	

# ${\tt MATHEMATICS~III} - {\tt FUNCTIONS~(F)}$

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation met. Cite examples from the		domain, clus	ster, and stand	ard are
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k$ $f(x)$ , $f(kx)$ , and	Important Mathematical Ideas	+			$\longrightarrow$
f(x + k) for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	Skills and Procedures	1	2	3	4
Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or no	t well
	Overall Rating	<del></del>			
/		1	2	3	4

Reviewed By:	

Title o	f Instructional	Materials:	
---------	-----------------	------------	--

# ${\tt MATHEMATICS~III} - {\tt FUNCTIONS~(F)}$

Build new functions from existing functions.	Summary and documentation met. Cite examples from the		e domain, clu	ster, and star	ndard are
<ul> <li>F-BF.4a</li> <li>Find inverse functions.</li> <li>a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example,</li> </ul>	Important Mathematical Ideas	1	2	3	4
$f(x) = 2 x^3$ or $f(x) = (x+1)/(x-1)$ for $x \ne 1$ . Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	vidence			
p. 545 - 548 linear guadratic 546 deptents fund chapter 15 that chapter 15 that chapter 15 that solve f(x) find f'(x) find f'(x) but describing what orig. f(x) inverse and solve but describing what orig. f(x) inverse	Portions of the domain, cludeveloped in the instruction			missing or r	not well
find f'(x) (not just finding inverse to to and solve but describing what ovig. f(x) inverse for values tells about situation & what f'(x) tells about situation. & what f'(x)	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

#### MATHEMATICS III — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
<b>F-LE.4</b> For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.*	Important Mathematical Ideas	1	2	3		
Note: Logarithms as solutions for exponentials.	Skills and Procedures	1	2	3		
	Mathematical Relationships	<del>(  </del> 1	<del> </del> 2	3		
	Summary / Justification / Ev	/idence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.  J. 559 - 544  Intro gives Sample contexts, that paked problems then more contextual  base 10 20 thers, but not e	Portions of the domain, cludeveloped in the instruction			missing or not well		
	Overall Rating	1	2	3		

Reviewed By:	
--------------	--

Title of Instructional Materials:

#### MATHEMATICS III — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.	Summary and documentation met. Cite examples from the			ter, and star	ndard are
F-TF.1 Understand radian measure of an angle as the length of the arc on the unit	Important Mathematical Ideas	<del>{  </del>			<del>-/</del>
circle subtended by the angle.		ì	2	3	4
	Skills and Procedures	<b>∢  </b> I	2	3	A
	Mathematical Relationships	<b>4-1</b>		3	<del></del>
	Summary / Justification / En				
Indicate the chapter(s), section(s), and/or page(s) reviewed.  p. 427 - 432	Purtiple approches	ev. skali	5-		
experiment to define vadian use of ipplies	Portions of the domain, clu developed in the instruction			missing or r	not well
experiment to define radian use of confisher discussion for mula for context outside for context outside					
no context outs	Overall Rating	1	2	<del></del>	4

Reviewed By:	

Title	of Instructional	Materials:	
-------	------------------	------------	--

# MATHEMATICS III — FUNCTIONS (F)

Extend the domain of trigonometric functions using the unit circle.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-TF.2  Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Important Mathematical Ideas  1 2 4
	Skills and Procedures  1 2 3 4
	Mathematical Relationships  1  3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence  don't emerge from real-world Sceneris  Straight forward approach  Portions of the domain, cluster, and standard that are missing or not well
p.427-432  p.427-432  p.427-432  p. 430  p. 427-432	developed in the instructional materials (if any):
# 7a no com	Overall Rating  1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

# MATHEMATICS III — FUNCTIONS (F) Trigonometric Functions (F-TF)

Model periodic phenomena with trigonometric functions.	Summary and documentation met. Cite examples from the			domair	n, cluster,	and sta	ndard are
F-TF.5  Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Important Mathematical Ideas	1		2	0	3	
	Skills and Procedures	1		2		3	
	Mathematical Relationships	1		2		3	
	Summary / Justification / Ev	videnc	е				
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P. 437 - 437  Ship we this trig function?  The swing (penduem)  The swin	Portions of the domain, clus developed in the instruction				at are mis	sing or	not well
daylight wasteling	Overall Rating	1		2		3	4

Reviewed By:	
Title of Instructional Materials:	TOTAL TO A SECURITION OF THE S

Similarity, Right Triangles, and Trigonometry (G-SRT)

Apply trigonometry to general triangles.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.					
G-SRT.9	Important Mathematical Ideas					
(+) Derive the formula $A = 1/2$ ab $sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	important iviatnematical ideas	1	2	3	4	
	Skills and Procedures	<del>                                      </del>	2	3	4	
	Mathematical Relationships	1	2	3	4	
	Summary / Justification / Ev	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, cluded developed in the instruction			missing or no	ot well	
	Overall Rating	<del>( </del>	1 2	3	<b>→</b> 4	

Reviewed By:	

FT7* . 1	0	· ·				
11tle	Ot	Instruc	rtional	M	ateria	c.
11110	OI	IIISH W	cuonan	IVI	attia	

Similarity, Right Triangles, and Trigonometry (G-SRT)

Apply trigonometry to general triangles.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.
G-SRT.10  (+) Prove the Laws of Sines and Cosines and use them to solve problems.	Important Mathematical Ideas  1 2 3
	Skills and Procedures  1 2
	Mathematical Relationships  1 2 3
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P-40 Proof  P-40 USL +0 Solve  Solve  P-125 + 30	Summary / Justification / Evidence  No Confect  Single approach  Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
1 125	Overall Rating  1 2 3 4

Reviewed By:	
Title of Instructional Materials:	

Similarity, Right Triangles, and Trigonometry (G-SRT)

Apply trigonometry to general triangles.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
G-SRT.11	Inon ordered Billion or office I labora	
(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	Important Mathematical Ideas	1 2 3 4
	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex Sheyll approach to consext	
1. 125# 30 10 length 594 # 18	Portions of the domain, clus developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
Pred sidelength p Squit 18 non-right angle measure p Same non-right	not used or right	
	Overall Rating	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$

Reviewed By:	
Title of Instructional Materials:	

Geometric Measurement and Dimension (G-GMD)

Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clu	ster, and stan	dard are
Important Mathematical Ideas	1	2	3	4
Skills and Procedures	1	2	3	4
Mathematical Relationships	1	2	3	4
Summary / Justification / Ev	ridence			
Portions of the domain, clus developed in the instruction	ster, and sta	indard that are s (if any):	missing or no	ot well
Overall Rating	<del></del>	-		<b>→</b>
	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  Summary / Justification / Eventual Portions of the domain, cluster developed in the instruction	Important Mathematical Ideas  Important Mathematical Ideas  I  Skills and Procedures  I  Mathematical Relationships  I  Summary / Justification / Evidence  Portions of the domain, cluster, and stadeveloped in the instructional materials	Important Mathematical Ideas  Important Mathematical Ideas  Skills and Procedures  I 2  Mathematical Relationships  I 2  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are developed in the instructional materials (if any):	Important Mathematical Ideas  1 2 3  Skills and Procedures  1 2 3  Mathematical Relationships 1 2 3  Summary / Justification / Evidence  Portions of the domain, cluster, and standard that are missing or no developed in the instructional materials (if any):

Reviewed By:	
Title of Instructional Materials:	

Modeling with Geometry (G-MG)

Apply geometric concepts in modeling situations.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
G-MG.1	Important Mathematical Ideas			_	
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	<del>( </del>		3	<b>→</b> 4
	Mathematical Relationships	1		3	4
		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.		3			
	Portions of the domain, cludeveloped in the instruction			missing or no	ot well
	Overall Rating	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Modeling with Geometry (G-MG)

Apply geometric concepts in modeling situations.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
G-MG.2  Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*	Important Mathematical Ideas	<del>(  </del> 1	2	3	4
	Skills and Procedures	<del>   </del>	1 2	3	
	Mathematical Relationships	<b>₹</b>	2	<del></del>	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.  p.93+3  density of count  backeria z  per count	Portions of the domain, cluded developed in the instruction only the problem	nal materia	ils (if any):	-	not well
	Overall Rating	<b>4- </b>	2	3	

Reviewed By:	
Title of Instructional Materials:	

Modeling with Geometry (G-MG)

Apply geometric concepts in modeling situations.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.	are
G-MG.3  Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*	Important Mathematical Ideas  1 2 3	4
	Skills and Procedures  1 2 3	4
	Mathematical Relationships  1 2 3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Photography that the parallel lines  Provided the parallel lines  Pro	Summary / Justification / Evidence  Well developed  content is employing yeal-world solve problems (?) average from  Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):	<u>m</u>
P.43#8 LOVE THESE!	Overall Rating  1 2 3	1

Reviewed By:	
Title of Instructional Materials:	

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentation met. Cite examples from the		domain, clus	ster, and star	ndard are
S-ID.4	Important Mathematical Ideas	. 1			
Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	important wathematical ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P. 240 — 247  Throver and the past above to past ab	Portions of the domain, clus developed in the instruction Cutain data Sets pro Not Particula	nal materials (	if any):		not well
Weights es	Overall Rating	1	1 2	3	1

Reviewed By:	

	~~			
1110	of I	nstructional	Materia	G.
11110	OLI	nsu ucuonai	Maicha	15.

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.	are
S-IC.1		$\overline{}$
Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Important Mathematical Ideas  1 2 3	4
	Skills and Procedures  1 2 3	1 4 4 4 A
	Mathematical Relationships  1 2 3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Horrough disassim	
P. 266 lice 20 volls 20 statistically out havings chins part statistically out significant productions rare event significant part statistics of statistics	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):	il
vare even consulted it states it not	Overall Rating  1 2 3 4	<b>→</b>

Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and stan	dard are
S-IC.2	Important Mathematical Ideas		•		
Decide if a specified model is consistent with results from a given data- generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	<del></del>			<b>→</b>
		1	2	3	4
	Mathematical Relationships	<del>( </del>	2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating	<del></del>	+		<b>→</b>

Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
S-IC.3  Recognize the purposes of and differences among sample surveys,	Important Mathematical Ideas	<del></del>			<del></del>
experiments, and observational studies; explain how randomization relates to each.		1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	ideas well develop	ud, cont	ent embe	ddedin	real-w
P-74 Machine Chapter(s), section(s), and/or page(s) reviewed.  P-74 - SS Statistical recording to the state of the state o	Portions of the domain, clu developed in the instruction	ster, and st	andard that are	e missing or	not well
Carlette Street Street	Overall Rating	<del></del>	1	3	

Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation met. Cite examples from the		e domain, clus	ster, and star	ndard are
S-IC.4	loon and and Marthause disculled an		_	_	6
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	<del>( </del>	2	3	
	Summary / Justification / Ex	vidence	2 probler	ns)	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	only 2 problems not in classwork activities)				
P. 280 to to alect of size	Portions of the domain, cluded developed in the instruction	ster, and sta	ndard that are	missing or	not/well
P. 279 # 17  The exactly  That I sure  Assured  That I sure  The count should  The count sh					
	Overall Rating	1	2	3	4

Reviewed By:	

Titla	of Instru	ctional	Material	la.
Title	oi instru	cuonai	Materia	IS.

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
S-IC.5	lum and and Madh and disable land				
Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Important Mathematical Ideas	2 3 4			
	Skills and Procedures	1 2 3 4			
	Mathematical Relationships	1 2 3			
	Summary / Justification / Evider	nce			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
p. 81-88 investigational colored authorized activity published software previous activity published software that course in stacking stacking stacking stacking	developed in the instructional m	and standard that are missing or not well naterials (if any):			
Mer stastistical connected state	Overall Rating  1	2 3			

Reviewed By:	

Title	of Instru	ictional	Mater	riale.	
11110	OI HISU C	исилиат	IVIALUE	lais.	

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standarmet. Cite examples from the materials.	d are			
S-IC.6 Evaluate reports based on data.	Important Mathematical Ideas  1 2 3	4			
	Skills and Procedures  1 2 3	4			
	Mathematical Relationships  1 2 3	<del> </del> → 4			
	Summary / Justification / Evidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P-79-80  Many reports of wiking variables  TM, UL	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  Analysis / reasuring is statistical net muthimatical				
	Overall Rating  1 2 3	++			

Rev. Wed By:	
Title of Instructional Materials:	

# ${\tt MATHEMATICS~III} \longrightarrow {\tt STATISTICS~AND~PROBABILITY~(S)}$

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.				
S-MD.6	Insurantant Matternation Halons		_	_	
(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Important Mathematical Ideas	1	2	3	4
Note: Include more complex situations.					
	Skills and Procedures	<del></del>			<b>→</b>
		1	2	3	4
	Mathematical Relationships	<del></del>			<b>→</b>
		1	2	3	4
	Summary / Justification / Ev	ridence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				ot well
	Overall Rating				
	ovolaii Naurig	1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	on of how the one materials.	n of how the domain, cluster, and standard are materials.				
S-MD.7  (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Important Mathematical Ideas	1	2	3		
Note: Include more complex situations.	Skills and Procedures	1	2		4	
	Mathematical Relationships	<del>                                      </del>	2		4	
	Summary / Justification / E	vidence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P 280 # 21  Market and on head hill with a section of the angle of the a	Portions of the domain, cludeveloped in the instruction one problem in the	nal materials (i		are missing or n	ot well	